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ABSTRACT

This document examines the underlying rationale for the development of a global approach in consumer studies. The concept of consumer ethics is discussed and the consumer decision-making process is placed within an ecosystem perspective of the marketplace. The model developed introduces educators, marketers, and consumers to a more global perspective from which theory could consider consumer decisions. This model has as its starting point the commodity, product, or service under consideration; the questions emanating from it raise such issues as the environmental, social, political, economic, and health-related factors that affect the product. In this model, consumer decisions must be seen as a part of a personal and societal system in which all parts are related. An introduction and five other chapters are included: (1) theoretical framework; (2) ethics in consumer decision making; (3) the decision maker from a macroscopic perspective; (4) the consumer decision in a global context; and (5) the global approach to consumer education. Two appendices include: (1) an extensive resource list--48 books, 51 related articles, 8 consumer behavior/resource management texts, 8 audiovisual resources, and 7 other resources; and (2) the consumer education model. (NLA)

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CONSUMER DECISION MAKING IN A GLOBAL CONTEXT

Linda A. Lusby

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CHAPTER ONE

Introduction

Traditional models of consumer decision making plot the decision to be made against personal and family needs and resources. While most acknowledge the influence and impact of larger societal systems on the thought processes of the decision makers, few consider the relationship in the reverse. Consumer decisions made by individual consuming units - be they individuals, families, groups, institutions, or the corporate and business sectors - have a tremendous impact on the political, social, environmental, and economic health of the world in which we live. Decisions made in a framework which encourages the decision maker to recognize the interactions and interdependence of the world's systems would have the potential to be more responsible and more in keeping with the new world ethics being discussed in the 1990's.

Recent world affairs, public events, environmental disasters, marketing trends, and publications have done much to raise public awareness about problems in today's world. Consumers in general have a higher level of consciousness of global concerns but, for the most part, have little knowledge about what they can do to make a difference. Much attention has been paid to the "four R's" of the environmental or Green movement and to boycotts of multinational companies with unfair marketing, social, or environmental practices. However, little has been done in terms of concrete measures to enhance consumer decision making and to educate consumers about the alternatives available in the marketplace and the consequences of their choice.

In the pages which follow, the underlying rationale for the development of a global approach for consumer studies will be explored in more detail. The concept of consumer ethics will

be introduced and discussed and the consumer decision making process will be placed within an ecosystem perspective of the marketplace.

The major objective of this work is to develop a model which would introduce educators, marketers, and consumers to a more global perspective from which they could consider consumer decisions. This model has as its starting point the commodity, product, or service under consideration and the questions emanating from it raise such issues as the environmental, social, political, economic, and health related factors which hang on the product's (etc.) production, distribution, use, and disposal. The use of such a model will necessitate a shift in some educational philosophies: consumers must be provided with different types of information, be encouraged to critically analyze situations before them, and to reassess their own values and priorities in a global context. The traditional microscopic or personal focus must be rationalized with the expanded macroscopic or global focus in the consumer decision making process. Above all, the consumer decision must be seen as part of a personal and societal system in which all parts are related.

In the final unit of this work, an extensive listing of resources is presented which may be used to facilitate the introduction of the model developed here. The resources have been reviewed and evaluated in terms of the concepts presented in the model and with a target audience of university students in mind. The model itself is interdisciplinary in nature, and thus the resources attempt to address this scope. It is not an exhaustive list for any one discipline or topic.

CHAPTER TWO

Theoretical Framework

Can I afford it?
Is it convenient to use?
Is it technically functional?
Does it suit my lifestyle?
Does it meet product safety standards?
Do I like it?

Such are the typical questions which consumers in Canada might consider when making a consumer purchase decision. The emphasis placed on each and the addition of other, supplementary questions will change from situation to situation, but they almost invariably have one common denominator - a microscopic or personal focus.

In the modern, western consumer culture our concerns in the decision making process have primarily been with the resources and quality of life of the individual, family, or household making a resource management decision. The criteria used in the decision context have not represented a fully integrated system in that while we may have placed the individual unit within the holistic perspective of a world environment, our decisions focus essentially on the needs of the unit alone.

Nor have we traditionally begun our decision making at a lower level of analysis with questions such as: Do I need the product?; or Why do I want this product? Models of the consumer decision making process consistently begin with an assumption that a positive consumption decision is about to be made. Indeed, as one author states the problem, "we are no longer citizens but consumers, whose chief value lies in our purchasing power" (Baldwin, 1992, p.53). The futuristic maxim "I buy, therefore I am" has become a norm and many in our society equate self worth with net worth.

The positioning of consumer decisions at the

microscopic level and the noted bias toward consumption have been reflected and sustained through political and societal policies. Barbara Ward questioned such policies over a decade ago in **Progress for a Small Planet** and asked at that time if the world trade and economic development debates could not be enlarged "beyond the relatively narrow range of interests of those seeking trade, investment, and economic advantage" (p.237). The debate, well established at that point, has continued but there has been little concrete evidence to suggest that the narrow self-interest in our decisions, at whatever level, has been transcended.

> The most important recurrent theme in public interest group criticisms of Canadian policies towards the Third World is that it is so biased in favour of immediate narrow Canadian interests that it is unable to give any weight to longer-term and more broadly defined national interests, or to moral concerns. (Pratt, 1984, p.8)

In countries such as Canada, with an "advanced consumer and environmental movement" (Cohen, 1989, p.28), and a somewhat enlightened view of consumer issues and priorities, businesses and governments are now coming under greater pressure to respond to market demands for ecological and social responsibility. Unfortunately, as Cohen goes on to point out, "morality is moody" and is still subject in the end to an economic analysis. Changing decision making strategies at the corporate level often costs money, may result in angry shareholders, and in the final analysis, may simply not be on the balance sheet. But as Ward (1979) stressed, it is time we moved on from pure economic analysis conducted at a microscopic level.

One of the more significant and widely noted exceptions to the acceptance of the traditional, economic basis for world development was documented in the final report of the World

Commission on Environment and Development, Our Common Future. Part of the mandate of the Commission was to make recommendations which would "lead to the achievement of common and mutually supportive objectives that take account of the interrelationships between people, resources, environment, and development" (World Commission, 1987, p.ix). Hearings were held at selected sites worldwide and one of the submissions to the Commission read, in part: "To successfully advance in solving global problems, we need to develop new methods of thinking, to elaborate new moral and value criteria, and no doubt, new patterns of behaviour" (World Commission, 1987, p.39).

Calls for action such as this provide the rationale and justification for re-examining our consumer decision making processes and the decision criteria employed. Although an individual purchase or non-purchase decision may seem very removed from global policies, the new orientation of thought processes being suggested would recognize "that everything is related to everything else in some way" (Vaines, 1987, p.157).

> Canada and Canadians think all too fleetingly and often in an unfocused fashion of their vulnerability to the developing countries. Most Canadians would be flabbergasted even by the suggestion that they are other than peripherally affected by what happens in those nations. (Head, 1991, p.D5)

An examination of the consumer decision from a macroscopic perspective would provide the opportunity to introduce new decision criteria based on these relationships. As Vaines (1987) continued, it is "only through redefining the nature of reality can we hope to effect actions which bring meaningful change" (p.159).

It is tempting, but also erroneous, to confine any expansion in our thinking to economic terms - indeed, a macroeconomic perspective enhances the microeconomic view only marginally in overall

terms. Reports of environmental destruction, social and political atrocities, world debt, and accelerating waste stream problems constitute much of the daily news coverage. And much of the subject matter of these news items is generated by consumption decisions made at some level. Although the average consumer, or in fact the decision maker at any level, may not yet recognize the significance of her or his role in the creation of or solution to these problems, it is critical that decision criteria be adjusted to reflect such factors. It has been argued at many levels and in many sectors that the responsibility for change rests in the hands of the individual decision makers.

Consumer decisions are made every day - most frequently on the basis of the well justified questions posed at the outset. Evidence suggests however, that our choices may no longer be considered optimal if they do not take into consideration the larger issues. The 1986 report of the Special Joint Committee on Canada's International Relations summarized the problem within their area of purview as such:

> The dual reality of Rapid Third World development and persistent poverty presents Canadians with a complex challenge. They must meet stiff new competition and participate in managing the world economy in ways that strengthen mutual interests. They must at the same time remain highly sensitive to the problem of world poverty and rededicate themselves to helping eliminate it (p.84).

This is not a challenge which can be easily met. "Merely placing the issue of market imperfections of international trade for Third World consumers on the international agenda does not guarantee adoption of policy" (Reich, 1988, p.394). Linke (1988) has reported that his research shows consumers are certainly interested in issues such as international trade but "until now, trade

issues have not been among the main preoccupations of consumer organizations [and, by implication, consumers] in most countries" (p.366). Nor have been the global economic, political, and social issues which are intricately involved in making a choice from the vast array of products in our internationally interdependent marketplace. Recent years have seen a rapidly accelerating concern for the environment and ecological systems and such factors are now finding their way into the decision matrix of many consumers. But in all circumstances, "while no easy answers exist, the key is that consumer choices should be informed decisions - not initiated out of indifference, apathy, or lack of understanding of the issues" (Dickerson & Hester, 1984, p.25).

We must be prepared to educate ourselves, to make tradeoffs, and to integrate our microscopic focus with a more global, humanitarian, ecologically responsible macroscopic focus. As discussed above, neither governments, nor the business sector, nor consumers themselves have been conditioned to make decisions on these grounds, especially in the harsh light of pure economic reality. Adrian Van Ekris, Chairman of the project committee of Farmers Helping Farmers succinctly summarized the problem as seen from the individual's perspective when he testified before the aforementioned Special Joint Committee:

> Sometimes I could not even cope with the things that were going on in the world. I was on my farm and I thought: do not bother me. I am getting along all right. If you really look at yourselves, I think you will see that this kind of self-interest which I had is in all of us. But I think we have to feel more concern for each other, not only in Canada, but also around the globe. (Special Joint Committee, 1986, p.89)

Strong leadership is needed if consumers are to take a more proactive role in making informed

decisions and exerting influence on the business and government policy makers. Various experts have challenged the academic community to assume that role. Linke (1988) has suggested that due to their limited resources and previous pre-occupations elsewhere, consumer authorities and organizations lack the expertise and knowledge to address international trade policies and their implications for consumers. He suggests that the "academic community, with its expert knowledge, can play a particularly important and useful role" (p.368). Here, the academic community he speaks of must be considered in its expansive role in the formal and informal educational settings.

Within the academic community, several units deal with the general topics of consumer decision making, consumer resource management, and family resource management. Whatever their official title, all subscribe in some way to the parameters of consumer studies and it is suggested that this is the most appropriate forum to take up the challenge of expanding the criteria for responsible consumer decisions.

Popular definitions of Consumer Studies have often placed the decision making process within an expanded context, but in practice the actual decisions are usually made on the basis of microscopic principles. Chenoweth, Eigsti, and Stampfl (1984) described the field of Consumer Studies as a study of the interaction of the consumer with economic, social, and political systems from an interdisciplinary, applied, micro approach. Bannister and Monsma (1982) defined consumer education as "the process of gaining the knowledge and skills needed in managing consumer resources and taking actions to influence the factors which affect consumer decisions" (p.19)

Interpreted liberally, the elements are present in these definitions for a macroscopic view of the consumer decision making process and our educational practices could be reflecting this in light of the rationale for change presented above. However, in a 1988 content analysis of consumer

studies curricula in 17 Canadian university programs, MacDonald and McGregor identified notable omissions in the concepts presented. Using the Bannister and Monsma (1982) classification of concepts as a foundation, they found that "the ecological influence of consumer decisions, the concepts of diminishing resources and resource substitution and consumer representation (consumer advocacy)" (1990, p.9) were the concepts receiving the least coverage. They also found that the efficient use of resources and the concept of consumer responsibility received little emphasis in the course outlines reviewed.

Although it can be argued that a course outline or description is an inadequate means of determining total course content, it may also be argued that a macroscopic perspective - including social, environmental, economic, political, and technological factors - must not have a major place in our courses or else it would be clearly stated in our objectives. As MacDonald and McGregor (1989) conclude: "Professors could be putting more emphasis on conservation, consumer participation, services, and the political, technological, and ecological influences on the decision making process" (p.46).

Das (1974) has criticized the Western educational system for failing to be universal in scope and for its indifference to the "different values and ideals of other civilizations of the world" (p.5). He speaks of the total reality of our environment and concludes:

> Children of today will have no choice but to live in this emerging "world environment", brought about by the convergence of different cultures and civilizations. It is our duty to prepare them to better understand the total reality of their environment and to live in harmony with it (p.9).

There is therefore ample justification for re-

examining the consumer decision making process. Extensive and horrifying data exist to illustrate the damage wrought on our world by our consumption habits but there is at the same time, clear evidence to suggest that we, as consumers and educators are gaining little in our attempts to expand our vision beyond the self and the immediate when it comes to decision making criteria.

The interconnectedness of all things has been introduced in the foregoing paragraphs and will be examined in more detail in a later chapter. Before looking at an expanded framework for decision criteria however, our whole mode of thinking will be briefly explored and questioned.

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CHAPTER THREE

Ethics in Consumer Decision Making

There is clear evidence in the literature that a prerequisite to meaningful and sustainable change in our world environment is a radical change in human behaviour (World Commission, 1978; Suzuki, 1989; Brown et al, 1990). A full discussion of the determinants of human behaviour is well beyond the scope of this work but it is necessary at this point to briefly discuss some of the philosophical bases to an expanded model for consumer decision making.

In the preface to his volume of essays exploring the relationship between culture and consumption practices, McCracken (1988) noted that in recent years,

> anthropologists have begun to move beyond the peculiar notion that consumption can be dismissed as a nasty combination of self-indulgence, greed, vanity, and irrationality that does not need or deserve systematic study. (xiii)

Most of the popular texts on consumer behaviour (please see listing in Appendix A) now devote considerable attention to the topics of individual values, attitudes, and beliefs. Clear research evidence indicates that these concepts direct consumer behaviour (see for example, Moschis, 1987), even in the face of limited financial means and definite physical need. It has also been established that a change in the orientation of these value concepts is the precursor to other changes in behaviour

> In the end, individual values are what drive social change. Progress toward sustainability thus hinges on a collective deepening of our sense of responsibility to the earth and to future generations. Without a re-evaluation of our personal aspirations

> and motivations, we will never achieve an environmentally sound global community. (Brown, et al., 1990, p.175)

Personal aspirations and motivations, as referred to above, are frequently placed within the context of ethics for the purpose of further study and elaboration. Ethics are formally defined as "the study and philosophy of human conduct, with emphasis on the determination of right and wrong" (Funk & Wagnall, 1979, p.455). A discussion of ethics when considering consumer behaviour then, becomes a discourse on how to make the "right" decisions, given the circumstances surrounding the decision maker.

Today's marketplace is a massive, globally interdependent entity. The products and services available there can be seen as "a bundle of considerations, concerns, or attributes " (Smith, 1990, p.3) where ethical concerns are one influence among a number in the purchase decision. Ethical decision making and purchase behaviour is very much about weighing and balancing. The ethical question, "What should we do" faces off against the technological question "What can we do" and the economic question "What can we afford to do".

> Decisions will be ethical only if they are made after balanced and thoughtful consideration of all the implications, by and for all constituencies, and within a short and long-term global context. (Stewart, 1991, p.49)

As Stewart (1991) goes on to point out however, our biggest enemy in ethical decision making is our tendency to "reach for simple, popular solutions based on superficial analysis" (p.51). In exploring ethical issues and in trying to make ethical decisions, one must analyze whom and what a particular choice is good for. To make informed, sustainable, ethical choices, "we need thorough research, rigorous thinking, and an understanding of the total life cycle of the

product or technology under assessment" (Stewart, 1991, p.54). These criteria necessitate a change in our overall decision making processes and a redefinition of the parameters by which we make those decisions.

In the terminology of sustainable development, ethical decision making implies the "growth of limits" rather than a "limit to growth" (MacNeill, 1991, p.38). Ethical purchase behaviour can therefore mean a deliberate restriction of choice or a decision to simply not buy a certain product on the basis of some pre-established ethical criteria.

As implied above, ethical decision making also involves a consideration of the larger community in which we live - a macroscopic view of our placement. Today, we have countless studies and data available to us to show the interrelationships between our social, biological, ecological, and economic systems. Berry (1988) speaks of an intimate earth community made up of all of the geological, biological, and human components and urges us to "consider ourselves as species among species" (p.21) and thereby enlarging our reference group when making decisions.

> All ethics so far evolved rest upon a single premise; that the individual is a member of a community of interdependent parts. His instincts prompt him to compete for his place in that community, but his ethics prompt him also to co-operate (perhaps in order that there might be a place to compete for). (Leopold, 1949, p.203)

The inclusion of ethical criteria in our decision making processes and the expansion of our frame of reference to include a macroscopic perspective of the earth community has many implications for consumers and consumer educators. Decision criteria framed along the lines of the questions posed at the beginning of the previous chapter are

too narrow in scope. They are adequate for a final microscopic evaluation to which all decisions may ultimately descend, but they do not constitute an adequate starting point.

In the chapters which follow an attempt will be made to place the individual decision maker within the context of an expanded decision framework. Inadequacies in current models will be illustrated and a model showing a new framework for consumer education and decision criteria will be explained. Through it all however, a new way of thinking will be implied. In the words of the Secretary General of the World Commission on Environment and Development,

> If we change the way we make decisions, we could change the decisions we make. And conversely, if we don't, we won't. The optimism underlying Our Common Future is based on the assumption that we can change the way we make most of our decisions. If that assumption is wrong, and it may well be, then the Earth, the World's economy and we, ourselves, are all in a heap of trouble. (MacNeill, 1991, p.40).

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CHAPTER FOUR

The Decision Maker From A Macroscopic Perspective

A common element running through most of the writings on ecology and the future of the world as we know it is an argument for a new vision of community; a sense of oneness with the other peoples and species we share the planet with. In terms of ethics, this implies a responsibility for making decisions that are "right" or at least as acceptable as possible, for all of those affected or influenced by a particular decision. In order to do this, the decision maker must be placed in a position where those affected by the decision can be identified.

One approach to positioning the decision maker in a macroscopic schema is to use the classic systems theory. According to such theory,

> nothing can be fully understood in isolation but must be seen as part of a dynamic, multi-layered system; relationship is everything; the activity of the system comprises the simultaneous and interdependent interaction of its many component parts; the nature of the system is always more than the mere sum total of its parts. (Pike & Selby, 1988, p.7)

The use of systems theory is not a new concept for the study of consumer behaviour or consumer decision making. Paolucci, Hall, and Axinn (1977), Deacon and Firebaugh (1988), McGregor, Crown, et al. (1987), and Jackson and Noel (1991) are but a few of the research teams who have looked at the total system in which a consumer decision takes place. Most of these researchers have examined the influences on the decision maker at any given time and some have specifically examined the individual as part of a family system and the subsequent communication techniques which

that entails.

Most of the models presented or referred to by the aforementioned researchers include macroscopic features such as the cultural and societal settings, the natural and built environments, and at least the national, if not the international, economic environment. Theoretically, the use of these models would then allow the decision maker to examine the implications of any one decision on these external systems. In practice however, one observes more of a unidirectional flow of information in that one considers the products, resources, and services available as a result of the external systems but not necessarily the impact on these same systems due to a positive or negative consumption decision. As discussed in the previous chapters, we are not accustomed to a totally holistic perspective from which to make our decisions and we are generally not aware of the scope and impact of our choices (See for example, Head, 1991).

Pike and Selby (1988) provide an extensive view of the notion of "globality" and stress the importance of re-examining the systems approach for decision making. The rapidly accelerating changes seen in the last decades of this century have generated a "transformation of the world from a collection of many lands and peoples to a system of many lands and peoples (p.4). They continue, "to touch any part of the spider's web is to trigger vibrations in many - sometimes all - other parts" (p.6).

It is thus becoming evident that a decision maker must assume a place in and a responsibility for the other parts of the system. This necessitates an identification of those parts and an exploration of their nature and function. It also introduces the necessity for a two-way flow of information so that the decision maker may be seen as having influence on as well as being influenced by the external systems.

The ecosystem model presented by Deacon and

Firebaugh (1988) shows a macroenvironment composed of seven constituent parts; those of the economic, sociocultural, technological, political, physical, biological, and human made systems. McGregor, Crown, et al. (1987) illustrate the external environment as being composed of the economic and political systems, market forces, culture, social class, and reference groups. Both of these models place the decision maker at the hub of a circular design upon which the external forces converge after filtering through an intermediary, microenvironment in which interpersonal and intrapersonal factors are featured. Using the systems theory for analysis, it is also implied that action in the center can have implications on the external factors.

In their Classification of concepts in consumer education, Bannister and Monsma (1982) defined the external factors affecting consumer decisions as the economic, political, and social systems, together with ecological and technological influences. Moschis (1987) used a slightly different configuration to illustrate the many influences on consumer behaviour and decision making. In his conceptual model, sociocultural factors and contextual variables such as social structures, situational and technological factors, and the macroeconomic, legal, and political systems all play direct and indirect influential roles in the eventual consumer behaviour.

All of the models discussed above present a macroscopic perspective from which to view the decision maker. In light of the changing realities of today's world, it may now be necessary to both reinforce that view and to add new components to the macroenvironment. In **Appendix B**, models are presented which propose modifications and expansions to both the Bannister and Monsma (1982) "Classification of Concepts in Consumer Education" and the Moschis (1987) "Conceptual Model of Consumer Behaviour". The base model used for the expansion of the Bannister and Monsma work is the one adapted and formatted by Everett (1988).

One of the primary changes suggested is the reaffirming of the external environment as being composed of both domestic and global factors. In making a consumer decision, one must be aware of two parallel systems which are stakeholders in the outcome. The first, and the one perhaps most readily recognized by the decision maker, is the system composed of the immediate surroundings - the family, the social group, the local community, and the region of which the individual is a part. The second, larger and equally important system is the global entity including the country of the decision maker and the other parts of the world community. In considering any one alternative in the marketplace, both systems should be ultimately viewed as intricately entwined, but for analytical purposes it may be advantageous to consider the systems separately.

> A system ... is a set of parts viewed together with the relationship between the parts and the properties of the parts. It is an abstraction from the total system , as all things are related. The part of the system that is abstracted has meaning and is identified in relation to an issue or question to be answered. (Jackson & Noel, 1991, p.120)

Within both systems, separate sub-systems can be seen to operate and all have an impact on and can be influenced by consumer decisions. The economic, political/legal, social, environmental/ecological, technological, and health and safety systems all run simultaneously within both the domestic and global contexts. Although the resulting model is necessarily complex, anything less would be discounting elements of the genuinely holistic perspective which is an essential element of global education.

> Students should become aware that the choices they make and the actions they take individually and collectively have repercussions for the global present and

> the global future. Choices made and actions taken at any point on the intra-personal to global scale can have contemporaneous impact on all other points on the scale. Likewise, present choices and actions can carry implications for the future well-being of humankind and the environment. (Pike & Selby, 1988, pp. 34-35)

Obviously, the personal factors which were discussed earlier and which hold important places in both the original and the modified models must continue to be seen as vital factors in any consumer decision. Consumers have economic and life cycle constraints within which they must work and any model which does not acknowledge these will be seen as idealistic and altruistic but of little practical relevance. So too, the values, goals, needs, and to some extent, wants of individuals must come into play in the decision process. As discussed in the previous chapter however, it is anticipated that a developing and nurtured consumer ethic will be influential in shifting some of our more egocentric goals and wants toward a more macroscopic perspective.

As the marketplace becomes more globally interdependent, more and more consideration must be given to global economic policies. The impact of personal decisions on the economic system upon which we depend as citizens (domestic) must be contrasted and compared with the impact on the economy of the producing country and the citizens there. International trade is s topic of top political priority as we approach the 21st century but it must also become a topic of awareness and action in consumer decision making.

> International trade is part and parcel of a global inbalanced structure of powers which perpetuates the dependence of some countries on others and prevents consumers and governments from making free choices. It encompasses the issues of both external and domestic debts of

> developing and industrialized countries, the issues of so-called aid to developing countries, the issues of military expenditures and militarization, and the global management of the environment, among others. (Allain, 1988, p. 403)

At the outset of their final report, the World Commission on Environment and Development established that in their deliberations, they had found it "impossible to separate economic development issues from environment issues" (1987, p.3). Shrybman (1990) has also discussed the influential and all to often undermining effects that trade relationships and agreements have on national and international efforts to address ecological problems.

> The willingness to endure environmental and resource damage becomes a means of attracting investment and earning export currency. Developing countries desperate for economic growth have been willing, or persuaded, to endure environmental, public, and occupational health costs associated with our most hazardous enterprises... (1990, p.24)

Thus there are social, environmental, and personal health costs associated with international trade and decisions in the consumer marketplace. The availability of technology and the impact of that technology on the local citizens and the environment are additional factors to be considered, as are local and international legal or regulatory concerns.

All of these factors introduce grounds for decisions with which consumers, and indeed consumer educators, may have little practical experience. But increasingly, they represent interests which must be entered into the macroscopic sphere of the decision maker. In the rationale for their original work, Bannister and Monsma (1982) stressed the importance of

identifying concepts for consumer education which would anticipate the changing environments within which consumer decisions should be made. The elements added to their framework at this point, represent a growing awareness of the interdependence of the world and a more integrated systems approach to decision making.

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CHAPTER FIVE

The Consumer Decision in a Global Context

A major factor in any consumer decision, and one which was not discussed in the previous chapter, are the characteristics of the product or service which is the subject of the decision. Some of the decision process models used in the study of consumer behaviour include this element as an essential feature (see for example, O'Shaughnessy, 1987; and Moschis, 1987). Others operate on the assumption that the object of consideration does feature certain attributes but these are secondary to the personal and environmental influences on the choice (see for example, Hawkins, Best, & Coney, 1989; and Kindra, Laroche, & Muller, 1989).

The Bannister and Monsma (1982) Classification of Concepts in Consumer Education was notably silent on the issue of product characteristics. Although it might be argued that they are impliedly present in the listing of factors external to the individual but influencing the consumer decision, their express absence is characteristic of the common flaw in our consumer decision making noted in Chapter One. As consumers, we frequently start with an expressed need or want for a particular product or service but then fail to ask questions directly related to that item. We ask questions regarding its fit with our life style, stage in life cycle, personal economics, and personal goals but fail to consider the many other characteristics which the product or service itself represents.

A thorough examination of a product or service initiates a complete change in orientation for many consumer educators. The concept was first introduced through the notion of a Topic Web which was designed to:

> provide students with an opportunity to see complicated issues as a whole, i.e. by linking a consumer product to the larger and often unseen considerations

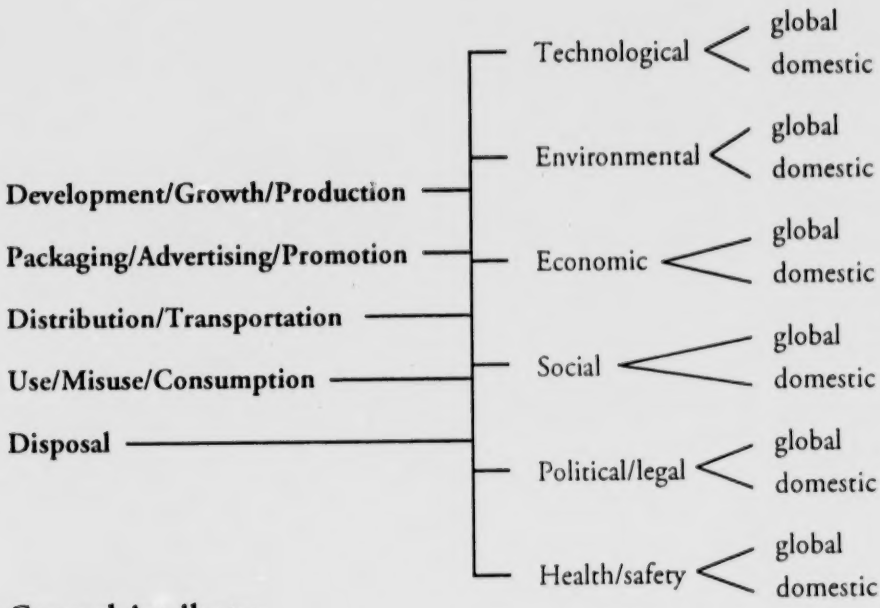
> which underpin its production, distribution, consumption, and disposal... Topic Webs help students think about their own attitudes towards consumer products and develop critical awareness. (IOCU, 1989, p.27)

The Topic Web, as originally designed, was significant in that it was product centered and encouraged the decision maker to ask questions about the product from a cradle-to-grave perspective. Traditionally, we see only the product before us and, although in light of today's environmental movement, we may consider briefly its origin or subsequent disposal, we tend not to view the product from a macroscopic perspective. Nor do we have the opportunity in most cursory evaluations of products or services to consider the ethical implications hinging on their existance.

McGregor, Crown et al. (1987) placed product related variables as one element in the central core of their model where they could exercise an influential role in terms of both the decision process itself and the family member's involvement in the decision. This placement permits one to integrate a product centered model with the systems models discussed in the previous chapter. Although they defined their concept of product related variables and provided a partial listing of such factors, McGregor, Crown, et al. purposely minimized this element of their work and challenged other researchers to develop a more complete listing.

Following a study of product related variables used by other researchers (O,Shaughnessy, 1987; IOCU, 1989; and McGregor, Crown, et al., 1987) and an extensive review of environmental and global development materials (please see resource listing in Appendix A) a new matrix of product evaluation criteria was developed. This matrix, as illustrated on page 28, may be used to provide a

Product Evaluation Criteria



General Attributes

Price
Quality
Aesthetics
Certification
Brand Name

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Lusby Expansion
after Moschis: Product characteristics
and Bannister & Monsma: Product related factors

very detailed examination of any product or service which may come within the decision maker's purview. The basic attributes which have traditionally been considered in the decision making models are included here as general attributes. Just as the personal and microscopic factors are still important in any decision, so too are such fundamental characteristics as price, quality, and aesthetics.

An expanded, product centered evaluation must provide an opportunity for the decision maker to consider each stage in the life cycle of the product. Thus the components of development/ growth/production, packaging/advertising/ promotion, distribution/transportation, use/ misuse/consumption, and disposal are all elements in the matrix. Although this terminology relates more specifically to products, it is assumed that minor adjustments can be made to accommodate the provision of services as well.

In the previous chapter, the macroscopic perspective was examined in some detail with the decision maker being central to the design. In a product centered model, the same macroscopic terminology can be used to ask questions about each stage in the life cycle of the product or service. The promotion or the consumption of any particular product may have quite different consequences in the countries of production and use. There may be social, health, environmental, or economic consequences which are totally unrecognized by the user but which have disastrous consequences for those charged with the production or the disposal of any particular product. A thorough product evaluation would reveal these elements and the decision maker would then be faced with making a consumption decision from a truly macroscopic perspective. Implicit in this is an ongoing consideration of ethics.

The product centered matrix as presented here, has been used to expand the Bannister and Monsma (1982) model (please see Appendix B) and may also be integrated into the Moschis (1987) model by

expanding the "product characteristics" category under contextual variables. A product wedge, as illustrated on page 31, has been designed to fill the product portion of the McGregor, Crown, et al. (1987) family model of the consumer decision process. The use of any one of the three models presented or referred to should provide a clear picture of the consumer decision in a global context.

References

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Kindra, G.S., Laroche, M., & Muller, T.E. (1989). Consumer behavior in Canada. Scarborough ON: Nelson.

McGregor, S.L., Crowm, E.M., Badir, D.R., & MacDonald, S. (1987). Development of a family decision model of the consumer decision process. Canadian Home Economics Journal, 37(2), 81-87.

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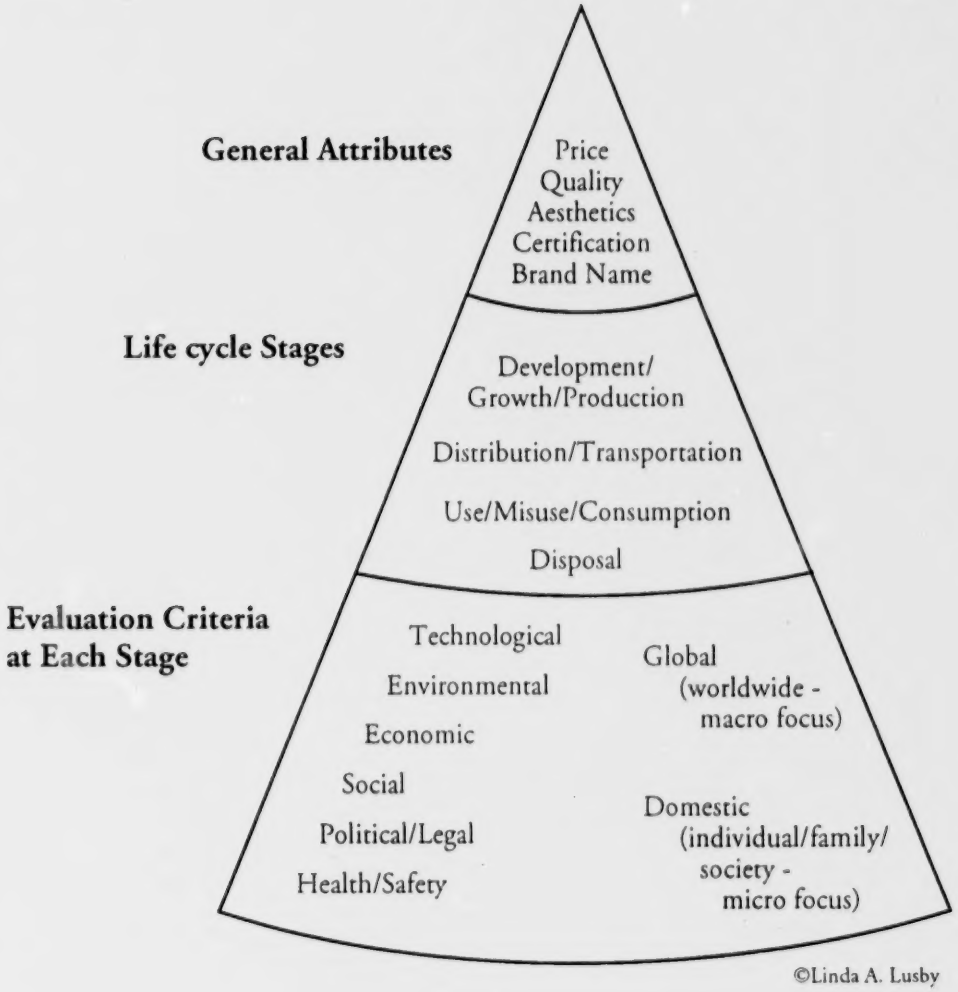
O'Shaughnessy, J. (1987). Why people buy. New York: Oxford University Press.

Product Wedge



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CHAPTER SIX

The Global Approach to Consumer Education

Francis Bacon, the 16th century philosopher and statesman, believed that knowledge should be pursued for the primary purpose of helping humans better their environments so as to enhance their everyday lives. Some definitions of consumer decision making or its "parent" discipline, consumer resource management, could be seen to closely parallel that philosophy. Unfortunately, evidence on the current state of the physical and monetary systems of the world, statistics detailing the disproportionate use of resources by a minority of the world's citizens, and the extreme disparity between the wealthy and the destitute portray a significant problem with the way we both manage our resources and make our decisions.

The approaches to consumer decision making which were presented in the foregoing chapters were designed in response to some of the changes now called for. In studying our culture and our consumption practices, McCracken (1988) concluded that we have expressed our consuming culture via our goods. We may now be afforded with the opportunity to express a new concern for our environment and our co-inhabitants of the world through a change in our consumption of goods and our management of resources.

The macroscopic orientation and the ethical and ecological principles presented here represent a different perspective of reality and call for a change in decision making practices. Proponents of Moschis (1987) consumer socialization theory would hold that such change is entirely possible.

> Because socialization involves continual adjustment between the individual and the situation (role), it is likely to result in changes in an individual's orientation toward his or her

> environment. In such cases, the individual is expected to relearn specific patterns of behaviour. (p. 13)

Bannister and Monsma (1982) foresaw that changes in the consumer environment would ultimately take place and stressed that we must anticipate such changes, "influence that change where possible, and adapt to it in ways which are consistent with the interests of consumers and society" (p.49).

In modifying the Bannister and Monsma model (as adapted by Everett, 1988) an attempt has been made to give recognition to the changing nature of the consumer environment. The modifications made to the Moschis model also reflect such changes. (Please see **Appendix B** for the complete expansions.) An important addition to both models is the notion of ethics since it is becoming increasingly obvious that responsibilities are owed to other parts of our system. The global and domestic spheres have been added to the macroscopic factors used in decision making and consequences of decisions are weighed in both micro and macro terms. Although the discussion in the foregoing chapters has specifically centered on decision making, the original Bannister and Monsma concepts for resource management have been adapted to reflect the macroscopic or global perspective presented here. Future work on consumer resource management could focus more clearly on these concepts.

The introduction of a new orientation for decision making brings with it a responsibility to provide adequate resources for encouraging its adaptation. The objective of consumer decision aid models is to:

> provide the "right" information so that consumers can make "better" decisions based upon the specifications of the "ideal" amount of a characteristic that the best product must provide. (Hill & King, 1989, p.144)

The new models and concepts presented here depend

on information on a great number of factors. Indeed, some of the information needed to answer the questions for some specific applications of the model may not yet be available. However, if the question is never asked, no one will be encouraged to look for the information.

A second danger in the use of such expansive models is information overload on the part of the consumer. A thorough use of a product centered model in any purchase decision could result in more information than the average consumer is prepared to deal with or in fact, can comprehend. This is especially so for those consumers who do not have the luxury of choice or who are forced by circumstance to deal with only the microscopic elements. Given an excess of information, many consumers then rely on their value hierarchies to place the emphasis on those factors which are perceived to be the most important to them. It is here that an expanding notion of consumer ethics and systems theory can help in interpreting what is important in the global sense.

A fear expressed on the part of some of those concerned with global education is that we will fail to develop the analytical skills and insight necessary to resolve conflicts in the decision making process (Pike & Selby, 1988). The role of the educational system here becomes especially important as we are challenged to provide more comprehensive material which will encourage new ways of thinking and impact assessment rather than providing "right" answers.

> As consumers make decisions, they may confront controversial issues or adversary situations which reflect conflict in the system and create tensions for consumers...Consumer educators traditionally have taken a cautious position on controversial issues, often leaving the task of analyzing issues to activists in the consumer movement, generally outside the classroom. With balance and objectivity

> as basic educational objectives, consumer educators should accept the opportunity to teach analytical skills through the study of controversial issues from a variety of perspectives. (Bannister and Monsma, 1982, p.47)

The resources presented in **Appendix A** were selected and reviewed with such objectives in mind. They provide information on a variety of topics and from many perspectives. The educator is charged with the challenge of offering this material to consumers and empowering them with the skills necessary to adapt it to a variety of personal situations. Awareness becomes a key factor and we must move away from a tendency to encode a specific set of practices in our behaviour. As best expressed by Irving Mintzer of the World Resources Institute: "The problem is that so many things are changing at once... It's like playing football when the size of the field, the shape of the ball, the number of players, and the method of scoring change with every play." (Moore, 1989, p.13). It is hoped that the new ways of thinking described in this volume will help us respond to that challenge.

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APPENDIX A

RESOURCE LIST

The resources listed in the pages which follow are not intended to comprise an exhaustive coverage of the topics discussed in the foregoing chapters. Nor are they suggested as texts which may be used independently to convey the concepts presented by **Consumer Decision Making in a Global Context.** Rather, they are examples of the types of materials which are readily available and which lend themselves well to discussions on some or any of the components of the new decision criteria. The comments annotated to many of the references are the personal comments of this author and it is thus up to the individual user to determine the most appropriate reference for any discussion.

a) Reference Books 38

b) Related Articles 60

c) Consumer Behavior / Resource Management Texts 67

d) Audio/Visual Resources 68

e) Other Resources 70

a) **Reference Books**

Benjamin, M., & Freedman, A. (1989). Bridging the global gap. Cabin John, MD: Seven Locks Press.

- subtitled "A handbook to linking citizens of the First and Third Worlds.

- focuses on the interdependence of nations and on the connections between local and international issues.

- includes chapters on travel, consumer and corporate action, trade issues, and partners with people.

Berry, T., (1988). The dream of the earth. San Francisco CA.: Sierra Club Books.

- a collection of essays by Thomas Berry in which he encourages the reader to study the earth from a new perspective - a philosophical examination of human-earth relationships.

- topics discussed include such keywords as community, ethics, stewardship of the earth's resources, spirituality, and ecology.

Block, W.E. (Ed.), (1990). Economics and the environment. Vancouver: The Fraser Institute.

- a volume of essays collected to explore the uneasy but essential reconcilliation between economics and environmental issues.

- different essays consider the market system, personal property rights, and the justice system which must be in place to protect such rights.

Brown, L.R., Durning, A., Flavin, C., French, H., Jacobson, J., Lenssen, N., Lowe, M., Postel, S., Renner, M., Ryan. J., Starke, L., & Young, J. (1991). State of the world 1991 - a Worldwatch Institute report on progress toward a sustainable society. New York: W.W. Norton & Co.

- a collection of essays reflecting on the state of the world in 1991, thus providing very good, up-to-date statistics.

- Chapters 1, 9, and 10 are particularily relevant as they focus on a new world order, the consuming society, and the global economy. Other chapters may apply to specific applications.

Brown, L. R., Durning, A., Flavin, C., French, N., Jacobson, J., Lowe, M., Postel, S., Renner, M., Starke, L., & Young, J. (1990). State of the world 1990 - a Worldwide Institute report on progress toward a sustainable society. New York: W.W. Norton & Co.

- a collection of essays chronicling the state of the world in 1990 as seen through the eyes of various professionals.

- "During the transition to sustainability, political leaders and citizens alike will be forced to re-evaluate their goals and aspirations, to redefine their measures of success, and to adjust work and leisure to a new set of principles that have at their core the welfare of future generations." (pp. 187-188)

Canadian International Development Agency. (1987). Sharing our future. Hull, Quebec: author.

- a description and explanation of the action plan tabled in the House of Commons in 1987 describing Canada's Official Development Assistance (ODA) policies.

- contains the ODA Charter and 42 point action plan.

- many useful statistics and charts.

- of particular relevance is the section entitled "Reaching out to Canadians".

Carson, R. (1962). Silent spring. Boston: Houghton Mifflin Co.

- one of the landmark books of the twentieth century; it's publication spurred revolutionary changes in government policy toward the environment and was instrumental in launching much of the environmental movement.

- primarily focused on the poisoning of the earth with chemicals, the concepts presented also help the reader recognize the many other ways in which mankind is degrading the quality of life on earth.

- the solutions presented are based on non-violent personal iniatives such as a change in direction of thinking.

Center for Investigative Reporting, & Moyers, B. (1990). Global dumping ground. Washington: Seven Locks Press.

- subtitled "The international traffic in hazardous waste".

- this book provides detailed information about international trade in hazardous wastes. Although perhaps somewhat alarmist in journalistic style, it does provide excellent incentive for considering the cradle to grave implications of products on the market.

Cole,D. (Ed.). (1990). Macroeconomics 90/91 (Annual Editions Series). Connecticut: Dushkin Publishing Group.

- an anthology of readings on contemporary macroeconomic issues.

- primarily deals with American economics but the global situation is also well represented.

- of special relevance:
Unit 1 - Introduction to Macroeconomics
Unit 6 - International Economics; and
Unit 7 - Present Challenges, Future Prospects.

Corson, W.H. (Ed.). (1990). The global ecology handbook. Boston: Beacon Press.

- subtitled "a practical supplement to the PBS series 'Race to Save the Planet'".

- produced by the Global Tomorrow Coalition.

- a sourcebook with practical information about many areas in the natural, social, and man-made environments; extensive reading

lists and activity ideas.

- of particular note:
Chapter 1 - A global awakening, growing interdependence, emerging challenges;
Chapter 2 - Foresight capability;
Chapter 15 - Global security; and
Chapter 16 - Towards a sustainable future: priorities and progress.

Devall, B. (1988). Simple in means, rich in ends. Practicing deep ecology. Salt Lake City UT: Gibbs/Smith Publishers.

- the primary focus of this book is practicing - a practical guide on how to enrich lives without empoverishing the earth.

- the author examines ecology from the perspective of the self and shows how ecological principles can become part of basis thought processes.

- of particular note is the chapter dealing with lifestyles.

Doern G.B. (Ed.) (1990). The environmental imperative - market approaches to the greening of Canada. Toronto: C.D. Howe Institute (policy Study # 9.)

- a selection of papers first presented at a C. D. Howe conference of industrialists, scientists, technologists, economists, and political scientists.

- the general thrust in the presentation of the papers is to consider the interrelationships among markets and prices, technological innovations, the environment, and the economy.

- the focus is more on national environmental issues than on the global perspective, but the essays provide a sound basis for further discussion.

Durrell, L. (1986). State of the ark. An atlas of conservation in action. New York: Doubleday.

- essentially deals with conservation of natural resources and environmental policy but gives excellent examples of global interconnectedness.

- beautiful illustrations; numerous charts and diagrams.

- may have particular relevance for consideration of specific commodities or types of human action.

Ekins, P. (ed.). (1986). The living economy - a new economics in the making. London: Routledge.

- an excellent introduction to the economic implications of a more ecological perspective of the market system.

- the book draws on the collective wisdom of over 40 expert contributors who have "perceived modern industrial development to be both humanly unsatisfying and environmentally unsustainable".

- the flaws in current economic theory are identified through an examination of the global economic crisis and suggestions for new economic theory and actions are put in place.

Ekins,P., Hillman, M.,& Hutchison, R. (1992). The Gaia Atlas of Green Economics. New York: Anchor Books/Doubleday.

- a further description of many of the new economic theories set out in the aforementioned entry.

- the theoretical basis of the book is that economics cannot be considered separately from ethical and ecological concerns and thus it presents an economic synthesis for a sustainable society in a healthy environment.

- like the other books in the GAIA series, this text is beautifully illustrated and contains numerous tables, graphs, and illustrations.

Elliot, J.M. (Ed.). (1989). Third World 89/90 (2nd. ed.) (Annual Editions Series). Connecticut: Dushkin Publishing Group.

- a selection of readings examining the social. political, and economic status of Third World nations.

- of special relevance:
  Unit 1 - Understanding the Third World;
  Unit 6 - Easing the Debt Crisis; and
  Unit 7 - A World in Change.

Garbarino, J. (1988). The future - as if it really mattered. London: Bookmakers Guild Inc.

- this book was recommended by a member of the working group as a reference for considering consumer decision making from a more long term perspective. Unfortunately, it was not available from the publisher at the time of this writing.

Greig, S., Pike, G., & Selby, D. (1989). Greenprints for changing schools. London: Kogan Page Ltd./WWF.

- a publication drawing on the results of a three year project entitled "Global Impact" carried out on behalf of the WWF - UK by the Center For Global Education at the University of York.

- the means for achieving personal and educational system changes are explored via interviews and case studies.

- of particular note is the contrast made in the introductory chapters between the fragmentationalist and the holistic worldviews and this distinction carries through as models for change are introduced.

George, S. (1988). A fate worse than debt. London: Penguin Books.

- examines the international debt situation and the Third World debt crisis.

- explores alternate ways of dealing with the crisis.

- exposes the injustices of the international system and illustrates who really shoulders the burden.

- "Reams of reports, shoals of studies appeared on the problems of the rich, none (or nearly none) on the plight of those who were actually being called upon to shoulder the burden of other people's stupidity, cupidity or lack of foresight. The pursuit of short-term gain was paramount, without a thought for long-term consequences." (p. 2)

Growe, B. (Ed.). (1982). Tomorrow's world - An international development education program for secondary students. Toronto: The Canadian Red Cross Society.

- a series of classroom activities for secondary students designed to highlight international development issues; many can

easily be adapted for adult and university audiences.

- four separate units deal with people, poverty, power, and participation.

Hamilton, J.M. (1990). Entangling alliances - How the Third World shapes our lives. Cabin John, MD: Seven Locks Press.

- examines global connections that are changing our lives - looks specifically at interdependence between individuals in the U.S. and the Third World.

- cases and examples provide an excellent basis for discussion on global interdependence.

- good list of related references in the "Notes" section.

Jackson, R.M. (Ed.). (1990). Global issues 90/91 (6th ed.) (Annual Editions Series). Connecticut: Dushkin Publishing Group.

- a selection of articles discussing various contemporary global issues.

- of particular relevance:
Unit 1 - Global issues - a clash of views;

Unit 3 - Natural resources;
Unit 6 - Cooperation; and
Unit 7 - Values and visions.

Kerton, R.R. (1990). Double standards: Consumer and worker protection in an unequal world. Ottawa, ON: The North-South Institute.

- a slim volume designed to bring to the reader's attention the complex issue of health and safety standards and the gaps existing in those standards between the industralized and developing worlds.

- the policy implications presented here provide an excellent means for introducing some of the social, political, and health related factors in Consumer Decision Making in a Global Context.

Kime, R.E. (1992). Environment and health. Guilford, CT: The Dushkin Publishing Group.

- specifically directed toward topics related to personal health, this book contains a wealth of information and short readings.

- the dynamics of the ecosystem are explained in the introductory chapters, while later sections go on to explore the human population impact on air, water, and the waste stream. The final section on personal action includes a discussion of changing attitudes.

MacDonald, D. (1991) The politics of pollution. Toronto: McClelland & Stewart.

- subtitled " Why Canadians are failing their environment".

- this book may be somewhat narrow in focus in terms of this resource list, but it does establish excellent connections between political processes and ecological perspectives.

- the author also attempts tp provide "reflections on the potential for an ideology of environmental ethics that will extend and reinvigorate progressive politics"

- a school of thought in keeping with the rationale for Consumer Decision Making in a Global Context.

McCracken, G. (1988). Culture and consumption. Bloomington: Indiana University Press.

- a collection of essays on culture and consumer behavior designed to rebut the conventional argument that "many of the ills of modern society can be laid at the doorstep of a thoughtless, self-indulgent materialism..."

- examines the interplay between culture and consumption from an anthropologist's perspective.

- provides a useful alternative to other, contemporary resources, especially for discussion purposes.

Mungall, C., & McLaren, D.J. (Eds). (1990) Planet under stress. Toronto: Oxford University Press.

- subtitle - "The Challenge of global change"

- a collection of essays that address topics ranging from changes in the planet's

atmosphere, seas, and forests, to managing ourselves as part of one world.

- extensive illustrations, tables, charts, examples, and case studies.

- reading list provided

- "By adding to our general knowledge and understanding, Planet under stress is an immensely important attempt to come to terms with the various changes that are occuring on the Earth's surface. It calls for radical transformations in human assumptions and habits - particularily by those of us who live in the developed countries of the Western World." (back cover)

Myers, N. (Ed.) (1984). Gaia. An atlas of planet management. Toronto: Anchor Books/Doubleday.

- a very useful resource filled with data, vivid graphics, and comprehensive text by leading thinkers on crucial environmental, political, and social issues.

- includes sections on land, ocean, elements, evolution, humankind, civilization, and management.

- "This extraordinary and vitally important book explains our place on this planet and the damage we are doing to ourselves...It shows what a complex and magnificent world we have inherited, how it works, what bad stewards we have been of this inheritance, and, most important of all, how we can mend our ways to advantage." (foreward)

- This resource may be becoming somewhat dated in terms of some of the statistics but, used in conjunction with more recent data, still provides excellent background to the issues.

Ormston,R. (Ed.). (1979). One earth. Why care? An international development resource package. Toronto: Canadian Red Cross Society.

- a series of readings, illustrations and activities designed to introduce young people to the complexities of other cultures.

- each section is designed around a popular misconception or question such as: "They're poor because they're lazy."; "Why don't they stop having babies?"; and "Why don't the Indians eat their cows?"

- "Canadians in general are mostly concerned about their own economic status in this wealthy country of ours, and only concern themselves with the global situation when they can respond quickly and for a short-term disaster relief donation with only a minor economic commitment." (p. 5)

- although designed for younger audiences, the ideas presented here may easily be adapted for more mature groups.

Pike, G., & Selby, D. (1988). Global teacher, global learner. London: Hodder and Stonghton.

- a book which arose out of the World Studies Teacher Training Project undertaken by the Center for Global Education at the University of York.

- in its introductory chapters, the book provides an excellent overview of the "globality" concept and clearly explains the interconnectedness of world systems.

- the text is filled with teaching ideas, activities, case studies, and line drawings.

- the resources are designed primarily for the elementary and secondary school systems,

but there is material here for everyone that is adaptable for any setting.

Reford - McCandless International Institute (Eds.). (1985). Introducing the world. A guide to developing international and global awareness programs. Toronto: The Canadian Institute of International Affairs.

- a handbook and guide developed by a group of students and teachers in a world affairs program with the intent to "provide the resources and organization necessary to introduce people to the complex, ever changing world of global affairs."

- includes chapters on creating content, designing program activities, and communication techniques.

- provides useful ideas and information on how to integrate international and global awareness into the activities of interested organizations and groups.

Richardson, B. (1990). Time to change. Toronto: Summerhill Press.

- subtitled "Canada's place in a world in crisis".

- the author attempts to respond, from a Canadian perspective, to many of the challenges presented in the final report of the World Commission on Environment and Development (please see separate entry under that title in this resource list).

- considers the interconnectedness of the environment and the economy.

- reading list provided.

- "Unless we change our ways, in not many decades from now we will have created a horribly poisoned world denuded of much of its natural splendor. That is bad enough surely, but to it is added the equally devastating possibility of a world in which the affluent will be engaged in greedily defending what they have against the ravenous demands of those who have nothing." (p 27)

Rowe, S. (1990). Home place - essays on ecology. Edmonton: NeWest Publishers.

- a thoughtful analysis of the world as our home and the toll we exact from it.

- topics covered include changes in global vision, ethics, and the role of universities in fostering new views of the world.

Sauve, V. L. (1987). From one educator to another: a window on participatory education. Edmonton: Grant MacEwan Community College.

- this book was recommended by a member of the working group as a useful guide in encouraging participatory action in the use of Consumer Decision Making in a Global Context.

Schneider, A. (Ed.). (1989). Deforestation and "development" in Canada and the Tropics - the impact on people and the environment. Sydney, N.S.: Center for International Studies, University College of Cape Breton.

- a case book of activities about the assault on the world's forests - both those

of tropical Third World countries and Canada.

- considers the global environmental consequences and the effect on the people caught in the path of such "development".

- provides many, very useful "real life" situations and examples to stimulate discussion.

- may be helpful in helping students to identify with issues traditionally thought of as "Third World problems".

Smith, N. C. (1990) Morality and the market: Consumer pressure for corporate accountability. London and New York: Routledge, Chapman and Hall, Inc.

- a book which focuses on the use of ethical purchase behavior and specifically consumer boycotts to foster more corporate accountability in the market.

- although the primary discussions and case studies of the text deal with boycotts, the initial explorations of ethics are very useful.

- the boycott dimension may be effectively used in discussions about the implications of a consumer decision not to purchase.

Starke, L. (1990). Signs of hope - working towards Our Common Future. Oxford: Oxford University Press.

- "Signs of Hope records progress in the implementation of the recommendations of Our Common Future and looks at initiatives being taken throughout the world by governments,

industry, scientists, non-governmental organizations, the media, and young people."

- this book provides a refreshing alternative to some of the more technical and somewhat "doom and gloom" volumes on the market and does provide some hope that things can and will change due to individual actions.

Statistics Canada (1991). Human activity and the environment. Ottawa: author.

- a collection of environmental statistics brought together from various Canadian Agencies.

- "The publication provides a statistical picture of Canada's physical environment while placing special emphasis on human activities and their relationships to other elements of the natural system - the air, water, soil, plants, and animals."

Statistics Canada (1990). Imports - merchandise trade (H.S.based) 1989. Ottawa: Minister of Supply and Services Canada.

- an annual publication detailing imports to the Canadian marketplace by country of origin and dollar value.

- detailed listings are given on an individual product/commodity basis.

- updates are published separetly on a monthly basis

-although very few explanatory notes are given, this volume does provide the base data for discussions regarding the globalization of the Canadian marketplace.

Suzuki, D. (1989). Inventing the future. Toronto: Stoddart.

- reflections on science, technology, and nature.

- the main focus of the book is on the environment but it does touch on several relevant global issues.

- of particular interest:
Section 5 - Warring siblings - economics and ecology;
Section 8 - Wonder lost: How educators have failed; and
Section 9 - Wonder regained: What educators can do.

Third World Editors (1988). Third World guide 89/98. Argentina: author.

- sub-titled - "The world as seen by the Third World. Facts. Figures. Opinions."

-Introductory sections consider "What is the Third World?" and address various issues and perspectives including commodities and the new international economic order.

- comprehensive A - Z listing of the countries of the world, giving profiles and statistics.

- extremely useful in developing case studies around import data.

- revised editions are available annually.

Trainer, T. (1989). Developed to death: rethinking Third World development. London: Green Press.

- provides statistics and examples to back up criticism of traditional development theories and economic policy.

- an extensive bibliography is given.

- "The problem is essentially one of bringing people to appreciate the need to abandon the growth and greed society, and more importantly, to realize that these sustainable alternatives promise a higher quality of life than most people in even the richest countries now have." (p 6)

Troyer, W. (1990). Preserving our world Canada: Warglen International Communications Inc.

- subtitled "A consumer's guide to the Brundtland report".

- this volume explores, in a very easy to read manner, many of the principles developed in the Brundtland Commission Report. Although it may not provide any new thoughts, it does provide alternative ways of viewing some of the points made in the reference report (please see separate entry under World Commission later in this resource list.)

Ward, B. (1979). Progress for a small planet London: Earthscan Publications.

- an excellent discussion of worldwide economic interdependance.

- "Could not a bargain be made, a compact of interest on all sides?...Could the debate be enlarged beyond the relatively narrow range of interests of those seeking trade, investment, and economic advantage? Could deeper dimensions be brought in - of common purposes in an interconnected human community, of conserving interests in a single biosphere, of survival itself in a troubled, divided, and finally independent world? After more than a decade of increasingly urgent yet frustrated debate, the time for a new round of common search and understanding may have come. And it could turn precisely on ... the issues which provide the social, political, and moral framework for economic debate and, by transcending the narrowest self-interest, create fundamental interests which all can share." (p 237)

White, P. (1990). Supermarket tour. Toronto: Ontario Public Interest Research Group.

- this handbook was designed as a means of introducing students to the many factors to be taken into consideration when purchasing food products.

- it brings to the reader information about the interconnectedness of the food system with environmental, ecological, economic, social, and political processes.

- includes a helpful resource and reference list.

Will, R., Marlin A.T., Corson, B., & Schorsch, J. (1989). Shopping for a better world. New York: Council on Economic Priorities.

- provides detailed rating charts, listed by product brand name, of catagories of activity of American producers of food and non- food grocery items.

- categories/areas of activity rated:
  - Giving to charity
  - Women's advancement
  - Minority advancement
  - Military contracts
  - Animal testing
  - Disclosure of information
  - Community outreach
  - Nuclear power
  - South Africa
  - Environment

Wiseman, H., Vanderkop, J., & Nef, J. (eds.), (1991). Critical choices! Ethics, science, and technology. Toronto: Thompson Educational Publishing.

- a collection of essays on ethics and society first presented at the World Conference on Ethical Choices in the Age of Pervasive Technology held at the University of Guelph in 1989.

- the papers presented provide an excellent resource for introducing the concept of ethical choice to the consumer decision making matrix.

World Commission on Environment and Development (1987). Our common future. Oxford: Oxford University Press.

- the final report of the World Commission on Environment and Development - aka. the Brundtland Report.

- one particularily relevant element in the Commission's mandate:

"To recommend ways concern for the environment may be translated into greater co-operation among developing countries and between countries at different stages of economic development and lead to the achievement of common and mutually supportive objectives that take account of the interrelationships between people, resources, environment, and development."

- "An additional person in an industrial country consumes far more and places far greater pressure on natural resources than an additional person in the Third World. Consumption patterns and preferences are as important as numbers of consumers in the conservation of resources". (p 95)

b) Related Articles

Alladin, I. (1989). Teaching for global awareness. The ATA Magazine, 69 (4), 6 - 11.

Allain, J.P. (1988). International trade: boon or bane for Third World consumers. In E.S. Maynes & ACCI Research Committee (Eds.). The frontier of research in the consumer interest (pp. 397 - 404). Columbia, MO: American Council on Consumer Interests.

Bacchus, M. K. (1989). The concept of global education. The ATA Magazine, 69 (4), 19 - 22.

Barlow, M. (1990). To take advantage of a desperate people. The Globe and Mail, 5 November 1990, p. A21.

Berry, W. (1989). The futility of global thinking. Harper's Magazine, September 1989, 16 - 22.

Brooker, G. (1976). The self-actualizing socially conscious consumer. Journal of Consumer Research, 3, 107 - 112.

Cohen, A. (1989, Winter). Is it time we became our brother's keeper? Financial Post Magazine, 28-29.

Consumer Conscience. In CUSO Environment and Development Group (1988). As if we planned to stay - social and environmental directions for New Brunswick, (p. 12). Hartland, N.B.: author.

Corcoran, T. (1990, March 23). Sustainable development has become a dump site for ideas. The Globe and Mail, p. B2.

Dardis, R. (1988). International trade: the consumer's stake. In E.S. Maynes & ACCI Research Committee (Eds.). The frontier of research in the consumer interest (pp. 329 - 359). Columbia, MO: American Council on Consumer Interests.

Das, K. (1974). Intercultural education. Revue Monchanin, 45, 5 - 13.

Dickerson, K.G., & Hester, S.B. (1984). The purchase of a shirt: International implications. Journal of Home Economics, Spring, 20 - 25.

Durning, A., & Brough, H. (1991). Sugar's sour deal for the Third World. World * Watch, 4 (2), 9 - 10.

Durning, A. (1990). How much is "enough?" World * Watch, 3, (6), 12 - 19.

Fegebank, B. (1988). Environmental education: a task for Home Economists all over the world. In C.R. Mumaw (Ed.). Resource management: environmental issues for Home Economics, proceedings of an IFHE training program on technology for improving family economic well being (pp. 18 -23). Oregon: Oregon State University.

Gardner, J., & Roseland, M. (1989a). Thinking globally; the role of social equity in sustainable development. Alternatives, 16 (3), 26 - 34.

Gardner, J., & Roseland, M. (1989b). Acting locally; community strategies for equitable sustainable development. Alternatives, 16 (3), 36 - 48.

Greenspon, E. (1990, July 23a). How the world's rich should be helping the poor help themselves. The Globe and Mail, p. A22.

Greenspon, E. (1990, July 23b) Key issues unresolved - success of GATT hangs on trade-offs. The Globe and Mail, pp. B1, B4.

Iglesias, E. (1989, September 16). Developing nations must co-operate to meet environmental crisis. The Globe and Mail.

Kinsey, J. (1989). International trade and trade offs for Third World consumers: a matter of entitlements. In E.S. Maynes & ACCI Research Committee (Eds.). The frontier of research in the consumer interest (pp. 405 - 412). Columbia, MO: American Council on Consumer Interests.

Kniep, W. M. (1989). Essentials for a global education. The ATA Magazine, 69 (4), 12 - 15.

Ling, C. Y. (1989). Development and consumerism. In Women's Environmental Network (Eds.). Women. Environment. Development [seminar report] p. 7. London: author.

Lusby, L.A. (1991). The new consumerism. IDConnections, March 1991, 1 - 2.

Mackinnon, A.R. (1989). Ethical choices for a sustainable future. Worldscape, 3 (2), 5 - 6.

McQuaig, L. (1988, July 14). Free trade deal could hurt Third World, RC group warns. The Globe and Mail.

Moore, C.A. (1989). Does your cup of coffee cause forest fires? International Wildlife, 19 (2), 13 - 19.

Muir, A. B., & Peters, J. A. (1988). Environmental impact assessment: techniques and action. In C.R. Mumaw (Ed.). Resource management: environmental issues for Home Economists, proceedings of an IFHE training program on technology for improving family economic well-being (pp. 24 - 27). Oregon: Oregon State University.

Perinbam, L. (1989). A new frontier for teachers. The ATA Magazine, 69 (4), 23 - 25.

Pratt, C. (1984). Canadian policy towards the Third World: basis for an explanation. Studies in Political Economy - A Socialist Review, 13, 1 - 15.

Reich, M. R. (1988). International trade and trade offs for Third World consumers. In E.S. Maynes & ACCI Research Committee (Eds.). The frontier of research in the consumer interest (pp. 375 - 396). Columbia, MO: American Council on Consumer Interests.

Roche, D. (1989). A passion for the planet. The ATA Magazine, 69 (4), 16 - 18.

Saunders, J. (1990). Trade with Mexico has winners, losers. The Globe and Mail, 14 November, B26.

Schneider, L.,& Groot-Marcus, A.P. (1988a). Waste, packing material, and chemicals in households: the example of two industrialized countries: Federal Republic of Germany and the Netherlands. In C.R. Mumaw (Ed.). Resource management: environmental issues for Home Economists, proceedings of an IFHE training program on technology for improving family economic well-being (pp. 88 - 99). Oregon: Oregon State University.

Schneider, L., & Groot-Marcus, A.P. (1988b). Applications and action plans: waste, packing materials, household chemicals. In C.R. Mumaw (Ed.). Resource management: environmental issues for Home Economists, proceedings of an IFHE training program on technology for improving family economic well-being (pp. 100 - 111). Oregon: Oregon State University.

Shrybman, S. (1990). International trade and the environment. Alternatives, 17 (2), 20 -29.

Smith, M.G. (1989). Global concepts: Do they have a place in Home Economics education? Canadian Home Economics Journal, 39 (3), 109 - 112.

Special Joint Committee on Canada's International Relations (1986). Independence and internationalism (Chapter 7). Ottawa: Minister of Supply and Services.

Steele, I. (1987, July 4). New materials processes are leaving Third World further behind than ever. The Globe and Mail.

Thorelli, H.B. (1988). Consumer problems: developed and less-developed countries. In E. S.

Maynes & ACCI Research Committee (Eds.). The frontier of research in the consumer interest (pp. 523 - 546). Columbia, MO: American Council on Consumer Interests.

Vaines, E., & Wilson, S. (1986). Professional action: Using the theoretic framework of practice. Canadian Home Economics Journal, 36 (4), 153 - 157.

Webster, F. E. (1975). Determining the characteristics of the socially conscious consumer. Journal of Consumer Research, 2, December, 188 - 196.

Westberg, D. (1989). Ethics, technology, and sustainable development. Worldscape, 3 (2), 3 - 4.

Zarocostas, J. (1990, April 16). Countries unable to bridge differences over TRIMS. The Globe and Mail, p. B5.

In addition:

The IDRC Reports, 16 (3), July 1987.
- theme issue on macroeconomics - Balancing the Economic Burden.

The New Internationalist
- frequently has articles of relevance to consumer studies and global education.

International Wildlife
- short articles can often be found dealing with the ecological impact of consumer habits and actions.

Alternatives
- subtitled "perspectives on society, technology, and environment", this publication features theme issues which frequently address environmental and global concerns.

IDConnections
- CHEA's development newsletter reports on development education and international developmant activities and frequently lists up-dated resources.

The Ethical Consumer
- a British publication which focuses consumer product evaluations on ethical, environmental, political, and social criteria.

c) Consumer Behavior / Resource Management Texts

Bannister, R., & Monsma, C. (1982) Classification of concepts in consumer education (Monograph 137). Cincinnati, OH: South - Western Publishing Co.

Deacon, R.E., & Firebaugh, F. M. (1988). Family resource management, principles and applications (2nd ed.). Boston: Allyn and Bacon.

Engel, J.F., & Blackwell, R.D. (1982). Consumer behavior (4th ed.). Chicago, IL: Dryden Press.

Hawkins, D.I., Best, R.J., & Coney, K.A. (1989). Consumer behavior: Implications for marketing strategy. Illinois: BPI/Irwin.

Kindra, G.S., Laroche, M., & Muller, T.E. (1989). Consumer behavior in Canada. Scarborough: Nelson Canada.

Moschis, G.P. (1987). Consumer socialization - a life cycle perspective. Toronto: Lexington Books/D.C. Heath.

O'Shaughnessy, J. (1987). Why people buy. New York: Oxford University Press.

Paolucci, B., Hall, O.A., & Axinn, N. (1977). Family decision making: an ecosystem approach. New York: John Wiley and Sons.

d) **Audio/Visual Resources**

There are numerous audio-visual resources available which lend themselves well to the concepts presented in **Consumer Decision Making in a Global Context**. What follows is a very brief listing of those which the author has found useful in presenting the general concepts. More specific applications could draw on other resources not listed here.

Hell to Pay

- A documentary style film detailing the struggles of a women's co-operative in Brazil. The personal and social implications of Brazil's staggering international debt are well explained in this video.

It's a Matter of Survival

- A series of five, hour long radio programs hosted by David Suzuki for the CBC. Each deals with a different issue and focuses primarily on the environmental perspective, but there are some very good points made about the impact of consumer decisions.

Politics of Food

- A five-part video program which examines in detail the social, political, economic, and environmental factors surrounding the production and distribution of the world's food supply.

Race to Save the Planet

- A ten-part television series produced by PBS and available on video from the Global Tomorrow Coalition. Each program deals with a different issue facing the world today and presents practical and working solutions for some of the problems. This series is particularily useful for the global perspective which it presents.

Rattan

- This video is an example of one of the many resources which deals with a specific consumer good. It presents for the viewer the global implications of the Western popularity of rattan furniture.

Roots of Hunger, Roots of Change

- A documentary film centered in one part of the African Sahel. Although the drought and encroaching desert are major features in the film, it goes well beyond those and examinines the impact of French colonialism and the introduction of cash crops. The effects of both on the economy and ecology of today's Senegal are profound.

SOS Africa's Forests

- A second film which goes beyond the current environmental problems to look at other underlying causes of severe poverty in certain parts of Africa. Environmental destruction brought on by desperate poverty and dependance on cash crops is well illustrated in this video.

Super-Companies

- This video provides a provocative view of the way our global marketplace is shaped by economic powers which are often in conflict with or totally oblivious to the needs of people.

Many other useful audio-visual resources are listed in the notes and references sections of publications mentioned elsewhere in this Resource List.

e) Other Resources

Development Education Resource Catalogue, Canadian Home Economics Association, January 1990.

Engberg, L.E. Rural households and resource allocation for development: an ecosystem perspective. A training manual written for the Women in Agricultural Production and Rural Development Service of the Food and Agriculture Organization, Rome.

Families and Sustainable Development. Bibliography and annotated reference list. Canadian Home Economics Association, Development Education Program.

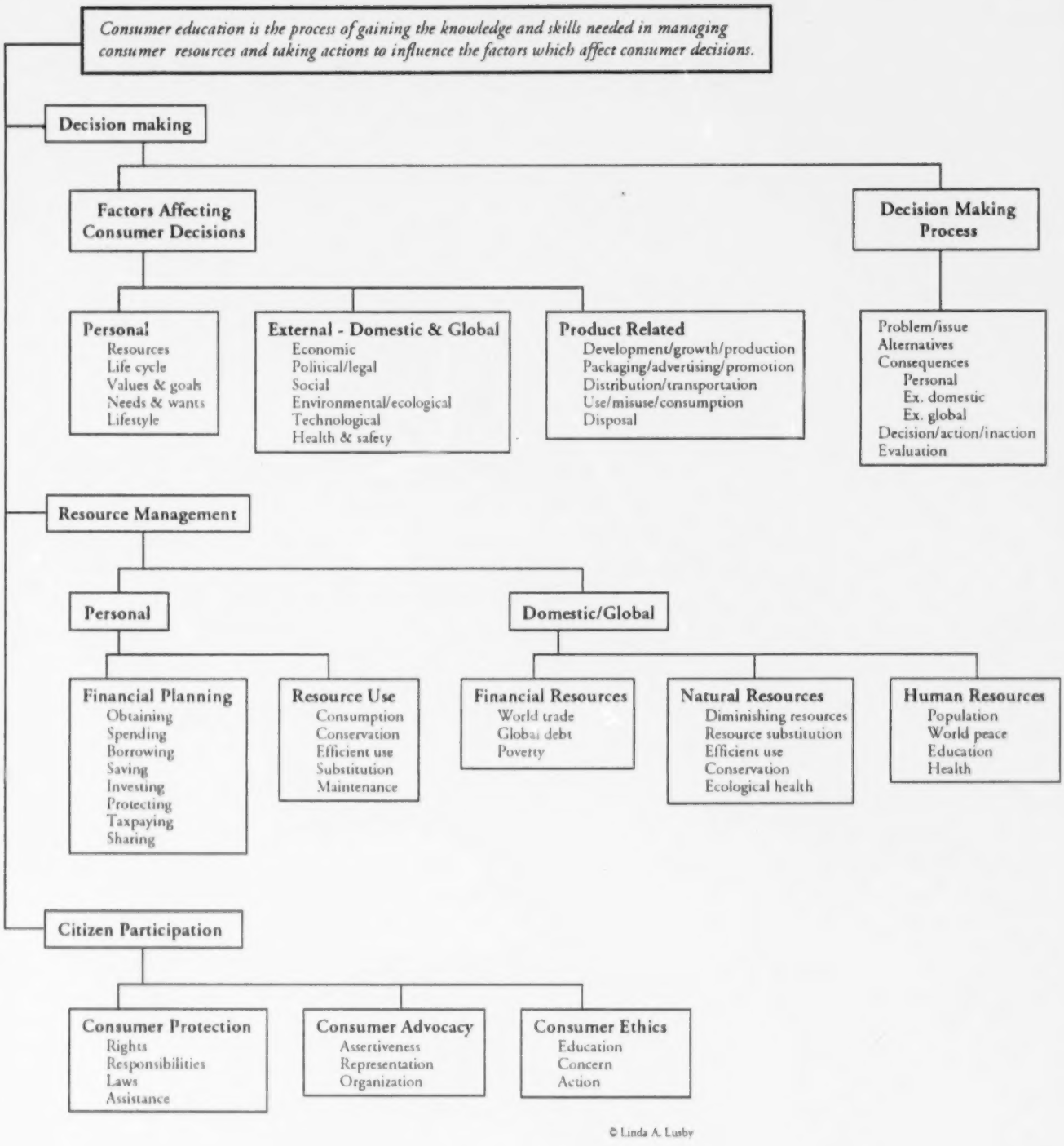
Global education teaching resources. Annotated resource list. The Canadian Home Economics Association, March 1991.

World Food Day - publications and reference lists put out annually by international, national, and local world Food Day Committees.

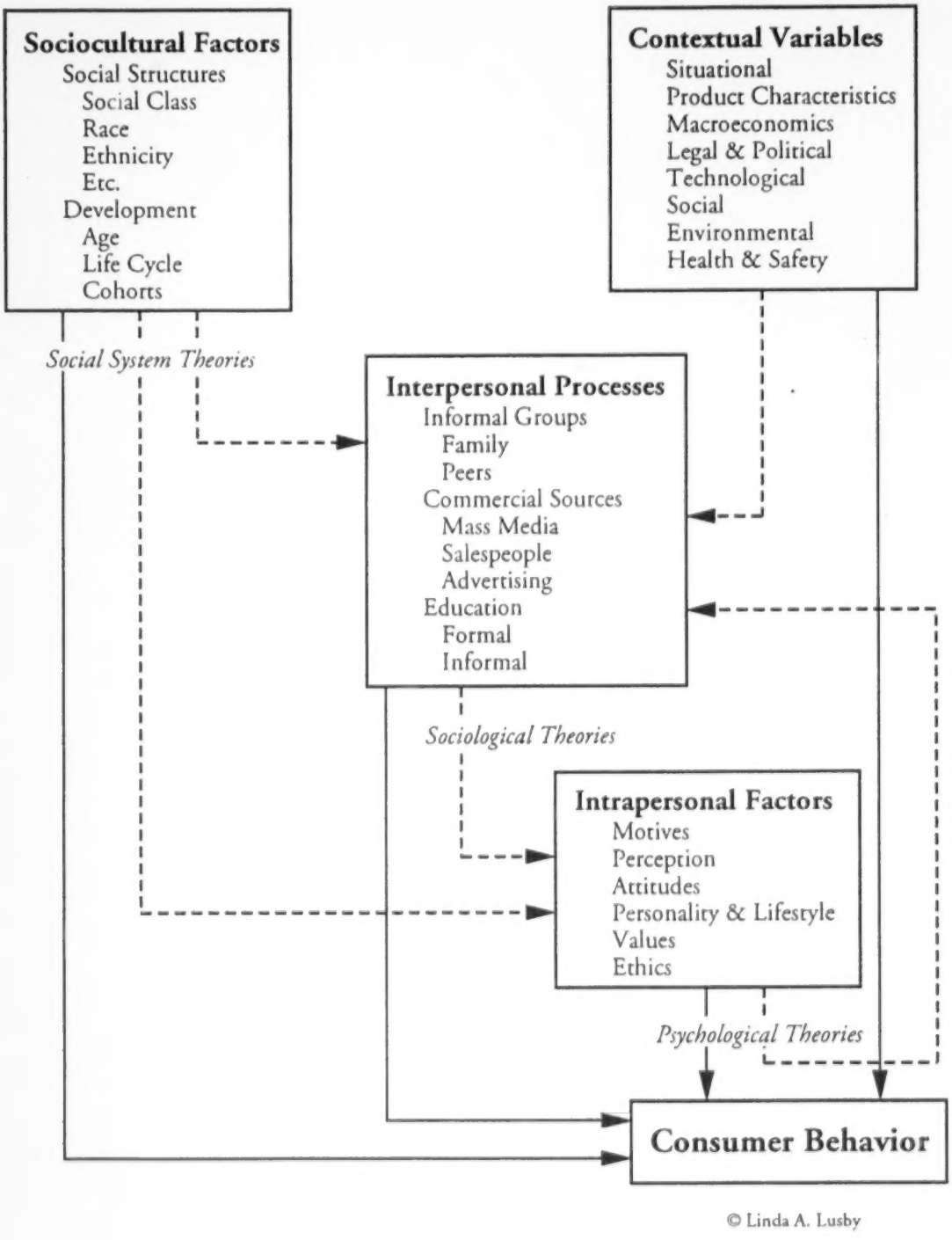
World Home Economics Day Kit, Canadian Home Economics Association.

Worldscape. A publication of the International Development Education Center for International Programs, University of Guelph.

APPENDIX B



Bannister & Monsma - modified



Moschis - modified